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ABSTRACT

This report on educational progress in the State of Tennessee during the 4-year period 1984-1988 concentrates on major areas that have been monitored over the past several years and that cut across all levels of education. These areas are: gains in the state's student achievement; student readiness for college; student performance; partnerships with business, government, and communities; and improvements in teacher education programs. Outlines of progress in all these areas are provided and the state's Master Plan for Public Education, Grades K-12, and the Master Plan for Higher Education are described. (EJS)

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TENNESSEE ON THE MOVE

PROGRESS IN EDUCATION AND BENCHMARKS FOR THE FUTURE

JOINT ANNUAL REPORT OF THE
STATE BOARD OF EDUCATION AND
THE TENNESSEE HIGHER EDUCATION
COMMISSION

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PREFACE

The Public Education Governance Reform Act of 1984 (TCA 49-1-302) directs the State Board of Education and the Tennessee Higher Education Commission to jointly provide a report to the Governor and to the General Assembly, all public schools, and institutions of higher learning and their respective governing boards, no later than February first of each year. The legislation requests that the annual report shall provide the following information.

1. The extent of duplication in elementary-secondary and postsecondary education.

2. The extent of compatibility in high school graduation requirements and admission requirements of postsecondary institutions.

3. The extent to which respective master plans of the State Board of Education and the Tennessee Higher Education Commission are being fulfilled.

4. The extent to which state needs in public education are being met as determined by such Board and Commission.

Contained herein is the Joint Annual Report for 1988.

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I. TENNESSEE ON THE MOVE

A reform effort in education was launched throughout the South in the early 1980s. The State of Tennessee became a forerunner in many of the educational initiatives which resulted. These initiatives and efforts which resulted from a reform in our educational practices have provided a better educated work force; a successful partnership between business, government and education; and a better quality of life for Tennesseans. These programs which were instituted some years ago have increasingly become the product of joint efforts of public school and higher education personnel.

Within the 1989 Joint Report, the State Board of Education and the Tennessee Higher Education Commission are proud to chart progress which has resulted from these programs-- progress in performance of students and progress in collaborative efforts throughout the State. In addition, benchmarks have been established for future progress. Together, we will be able to sustain the momentum which has been established and will be able to strengthen our efforts, as others throughout the South look to Tennessee as a state on the move.

In the last several years many national and regional leaders within education and outside education have urged states to initiate educational quality improvements throughout our educational system. In addition, they have called on state leaders to chart the appropriate course which will lead us into the 21st century through established goals of where we want to be in education and benchmarks that will indicate our progress in getting there.

A report recently released by the Southern Regional Education Board (SREB), Goals for Education, is the work of a Commission for Educational Quality which defines specific goals for education and indicators of progress toward reaching those goals. Among the items addressed in this report are student achievement for elementary and secondary students; preparing more students to be ready for college level work; the assessment of quality and effectiveness of all colleges and universities with a particular emphasis on the performance of undergraduate students; more effective teacher education programs within the institutions that prepare teachers with a primary emphasis on the knowledge and performance of teacher education graduates; and full partnerships with government, business, industry, family, and local communities.

These are issues which have been addressed within the State of Tennessee over the last several years, both within the programs which are offered and in legislative benchmarks and master plans for both K-12 and higher education. This Joint Report will attempt to document the progress which has resulted from a concerted and constant effort to focus on these and other issues within the State of Tennessee. It is an effort which has been planned, pursued, and assessed, and it is one which has resulted in significant improvements in our educational system. Therefore, it is with a great deal of pride and commitment to continued improvements that the State Board of Education and the Tennessee Higher Education Commission present this report of progress.

II. PROGRESS IN EDUCATION, 1984-1988

Significant improvements have occurred in education within the State of Tennessee over the last several years. These improvements result from specific initiatives which were planned, put in place and have been assessed for necessary refinements. Educational improvement is a long term proposition and requires sustained attention, effort, and public support. Education in Tennessee has enjoyed support from the General Assembly, the Executive Branch, business and industry, and the public at large. The best way to retain this level of support is to continue to pursue educational goals that will lift our sights and further improve the schools, colleges, and universities.

Over the past several years, goals have been established in many different areas within elementary and secondary education and higher education. However, we have chosen for this report to concentrate on major areas that cut across all levels of education, which have been monitored over the past several years. These areas are: student achievement, student readiness for college, student performance, partnerships with business, government, and communities, and improvement of teacher education programs.

Student Achievement

No single indicator or test provides an adequate measure of student achievement. However, information currently collected from nationally normed tests, the American College Test (ACT), the Scholastic Aptitude Test (SAT), and the Advanced Placement Test can be used to determine how well a state's students are performing compared to national results. Ensuring that more students receive a high school education is a task which begins in the early grades, thus building a solid foundation in the basics; providing an appropriately sequenced curriculum through the high school years; and identifying students early who are potentially at risk of dropping out of school. In addition, state basic skills tests and high school graduation tests can aid in raising student achievement by identifying problem areas.

Tennessee educators, over the years, have collected data of this nature, which tell us that our plans for improving education are working. The performance of students has improved markedly. If Tennessee can sustain this level of achievement it is anticipated that the need for remediation will be lessened as all children develop each year the competencies that are necessary for continued success in school. Students are better prepared and they are taking subject material which will more adequately help them to lead productive lives and to be productive in the work place. Some of those results include--

* Over the four year period of Basic Skills First (BSF) testing, 3rd graders have performed at a consistently high level of mastery. The most dramatic gains have been made by students in the middle grades, however. Scores have improved in five out of six areas over the four-year period from 1985 to 1988.

* Tennessee students scored above the national norm in most subject areas of the Stanford Achievement Test. Test results

in 1988 for Tennessee school systems indicate that in 15 of the 17 subtests administered, student performance exceeded the national norm. Between 1985 and 1988, Tennessee Stanford Achievement Test scores have improved, often markedly, at all grade levels.

* Beginning in Spring 1990, a new statewide testing program will measure both curricular objectives and provide comparisons to students nationwide. The test will be given to students in grades 2-8 and grade 10. This will enable Tennessee to guage progress from year to year for each student, school, and school system.

* The average test scores of Tennessee students taking the SAT for college admission has remained well above the national average. In 1988, Tennessee students' scores averaged 485 for verbal and 524 for mathematics. The national averages for 1988 were 428 and 476, respectively.

* The average score of Tennessee students has been above the national and Southeastern average in English on the ACT for the last three years (1986, 1987, and 1988).

* The percentage of Tennessee students scoring at or below 15 on the ACT has declined from 39% to 35%.

* The percentage of students who receive a high school honors diploma has increased from 1.4% in 1985 to 5.7% in 1988.

Student Readiness for College

The recent Southern Regional Education Board report on educational quality stated that four out of every five students entering college by the year 2000 will be ready to begin college level work. Tennessee's public schools and institutions of higher education are working together to ensure that high school students who plan to enter college have mastered the academic subjects and competencies required for success in college as defined by the College Board. These competencies have also been endorsed by a national task force of business leaders as being needed for students entering the world of work upon graduation from high school.

Through initiatives such as raising high school graduation standards, admission standards that require a solid core of subjects, use of college placement tests, and providing high schools with information on student performance during the freshman year, Tennessee educators have been able to focus on preparing students for college level work. Tennessee's commitment to the admission standards has resulted in intensive preparation for and communication of the 1989 College and University Admission Standards. The results of these efforts include--

* The State Commissioner of Education provides an annual report card on school systems. The report card for each school system contains several important indicators of school success. The report cards are sent to each school system and provide an accounting to the local community of how the school system is doing.

* Progress has been made in reducing the percentage of students who enter the 9th grade but do not remain in school until the 12th grade from 25.3% in 1984-85 to 24.9% in 1987-88. This has been accomplished at the same time high school graduation standards have increased.

* Governor's schools for rising juniors and seniors who are gifted and talented are held each summer on college campuses in the areas of the arts, sciences, humanities, international studies, and Tennessee studies. A total of 2,620 students have attended the Governor's schools since the summer of 1985.

* According to scores on the College Aptitude Test administered by American College Testing (ACT), freshmen entering Tennessee public universities in Fall 1988 scored in aggregate 19.4, exceeding the national norm of 19.3. This is in comparison to Fall 1984, when freshman entering Tennessee public universities were less prepared in aggregate (scoring 18.5) than the average freshman entering a university, nationally (scoring 18.9).

* The high schools have responded to the public college and university admission requirements. Annual high school enrollments in college preparatory courses have shown dramatic increases from the fall of 1982 to the fall of 1987.

  * Enrollments in college preparatory mathematics, Algebra 1 through calculus, have increased 58%.

  * Enrollments in science courses have increased 51%, with particularly strong increases in laboratory sciences such as biology, chemistry, and physics of 64%, 89%, and 54% respectively.

  * Enrollment in second year foreign languages has tripled.

* One of the criteria for evaluating the effectiveness of remedial and developmental courses is the retention rate of the students. Tennessee students enrolled in one or more of these courses are retained and are progressing in subsequent education at a rate equal to or greater than all students enrolled in higher education.

* Public institutions of higher education in Tennessee have developed feedback systems to high schools and local school systems which provide information on how students who graduated from high school are performing as first time freshmen.

* The public universities have completed the following activities toward preparing high school students for the new Admission Standards--

  * Enrollment patterns in high school courses were analyzed during a six-year period, 1982-1987, to determine student preparation for meeting the 1989 admission requirements.

  * University Transcript Audits of First-Time Freshmen were analyzed as a procedure for assessing and mitigating any

differential desegregation impact which might accrue from implementing the 1989 Admissions Standards and a description of procedures for completing the desegregation impact analysis.

* Individual institutional efforts in communicating the 1989 Admissions Standards to high schools, future students, and their parents were assessed.

* Campus plans for removing unit deficiencies and the committee review process of those plans to provide a means for articulation among institutions were developed.

* The state curriculum frameworks and guides have been developed or revised since 1984 to comply with the basic academic competencies established by the College Board in 1984. Subject areas covered are Art, Computer Technology, Foreign Language, Language Arts, Mathematics, Music, Science, and Social Studies.

* The new state policy for vocational education emphasizes career orientation, job relevant skills, job skill clustering, basic academic skills, and preparation for advanced education. Subject areas for which state curriculum frameworks and guides have been developed or revised to comply with the new policy are Business Education, Health Occupations, Industrial Arts/Industrial Education, Marketing Education, Technical and Industrial Education, Vocational Agriculture, Vocational Home Economics, Vocational Improvement Program, and Vocational Office Education.

* Pilot courses that have been implemented statewide are Principles of Technology, Math for Technology, Communications for Technology, and General Science (Agriculture).

* A three year pilot program of national certification in auto mechanics has been implemented.

Performance of Students

The quality and effectiveness of our schools and universities is of paramount importance. Improving access is important, but the access must be to a quality education. Views on quality will undoubtedly change as we progress into the 21st century, reflecting the increased knowledge demands and the continuing use of global standards to measure what we are accomplishing.

Assessment systems must take into account the differences in role and scope of schools and colleges, yet there are performance expectations for all institutions of education. In general, assessment systems in Tennessee place heavy emphasis on student learning and performance outcomes.

Some of the standards we currently assess are the success of students passing state and national examinations for licensure certification, the proficiency of graduates in mastering essential skills in language arts and mathematics, investments in research and development efforts, and the success of students completing remedial and developmental courses. Some examples in Tennessee of such initiatives consist of the following--

* The percentage of Tennessee students passing the state Proficiency Test while in the 9th grade has improved from 70% to 77%.

* The percentage of Tennessee students failing the state Proficiency Test while in the 12th grade has decreased from 2.4% to 1.1%.

* Performance on the Stanford Test of Academic Skills has shown improvement over the last three years.

  * Results for 1987-88 show Tennessee 9th grade students to be at or above the national average in all areas for the first time since the beginning of the testing program.

  * Student achievement in grade 12 was above the national average in reading, mathematics, and English.

* Since 1985, 34 students have been chosen to participate in the Tennessee Academic Scholars Program, designed to attract Tennessee's brightest students to attend Tennessee institutions. The achievement levels of the students chosen for 1988-89, averaged 33.1 on the ACT (the 99th percentile) with a cumulative grade point average exceeding 3.9 on a 4.0 scale.

* The level of general education attained by students graduating from associate and baccalaureate programs increased, as measured by the College Outcomes Measurement Program (COMP), of ACT at the same rate as the national norm.

* Between 1984 and 1988, Tennessee students at public universities experienced improvements on licensure and certification examinations in three major undergraduate fields - teacher education, engineering, and nursing.

  * In teacher education, Tennessee students moved from just above the national norm to well above the national norm and at a faster rate.

  * In engineering, the pass rate of Tennessee students increased slightly, while the national pass rate has fallen. Therefore, the Tennessee pass rate now stands at the national pass rate.

  * In nursing, the licensure examination has just been revised significantly, therefore it is impossible to compare 1984 data to 1988 data. However, 1987 data show significant progress.

* Graduation rates of students who entered four-year public university degree programs and subsequently earned baccalaureate degrees within six academic years showed a modest increase from 40.39 (1978-1984) to 40.94 (1982-1988). These rates will continue to improve through the enrollment of better prepared students and through remedial and developmental instruction.

* The job placement rate, within 90 days in program-related positions, at public two-year schools increased significantly from 1984 (at 60%) to 1987 (at 75%). (In 1988, the placement window was extended to

180 days to lessen the effect of seasonal hiring. Therefore, data are not comparable to 1984. However, the aggregate placement rate for 1988 under the new format was 83%).

Partnerships and Family and Community Involvement

If schools and colleges are to thrive in a healthy environment they must become a full partner with other associates such as government, business, industry, family, and local communities. Tennessee has implemented several projects to increase the involvement of parents, businesses, industry, and civic leaders in public schools.

Working toward a better life and better jobs, education has formed such an alliance through Centers of Excellence, Chairs of Excellence and schools providing public service. In addition, new emphasis is being placed on helping students who are at risk of dropping out of school. By reducing high school dropouts and focusing additional resources at those adults most in need of literacy training, Tennessee is committed to raising the level of literacy.

External funding of our institutions is a measure of their effectiveness in working with government agencies, school systems, civic and professional organizations, foundations, hospitals, financial institutions, and other businesses. Progress has been significant in two types of external funding - research and public service. By generating extensive new knowledge through research and by rendering public service, schools, colleges, and universities help the Tennessee public at large respond to changing social, economic, technological, and educational needs. Some specific examples are noted--

* The State Department of Education is assisting educators to use and interpret results from the state testing program to identify students early who are at risk of dropping out of school. Other initiatives include--
  * The expanded use of teacher extended contracts to assist students at risk.
  * Expansion of alternative school and in-school suspension programs.
  * Peer tutoring programs in high schools.
  * The piloting of the one-room school concept to provide tutorial assistance to students and literacy training for adults.
* The state policy on family/community involvement is increasing involvement and developing partnerships between schools, families, and local communities.
  * Numerous communities have implemented adopt-a-school programs.
  * The chamber of commerce in some communities has promoted education as their number one goal related to improving

community attractiveness for location of new business and industry.

* In several communities, individuals or foundations have contributed substantial sums of money to support special learning incentive programs, mini-grants for teachers, and scholarships for students.

* In addition to traditional efforts to involve parents and the community, 68 of the 141 school systems in the State have initiated new planned programs to involve family and community members in school sponsored activities which focus on improved earning for children.

* The State has recently initiated new efforts at increasing adult literacy, focusing efforts on those adults lacking 5th grade competencies. This new effort draws heavily upon volunteers from the community, business, and industry, with the goal of establishing adult literacy organizations with full-time leadership in each of the counties in Tennessee.

  * Parent education programs provide both skills for parents to work with their children as well as basic literacy skills.

  * Businesses and industries have been encouraged to develop work place literacy programs for current employees.

  * High school students have been enlisted through the Tennessee Tomorrow program to provide peer tutoring for other students.

* During the five-year period 1980-1984, annual research expenditures from restricted non-appropriated funds in public higher education averaged $36.1 million; in contrast, the 1988 figure stands at $68.5 million. This dramatic increase ($34.4 million) over a short period reflects the real growth of research in Tennessee.

  * A number of our campuses sustained particularly remarkable growth in research support, such as Tennessee Technological University (up 154%) and the University of Tennessee at Knoxville (up 107%).

  * Among the outstanding projects being undertaken are research on the effects of medication on children's metabolism (the University of Tennessee at Memphis), optimal strategies to break or reduce smoking habits (Memphis State University), and laser control of rocket propulsion systems (the University of Tennessee Space Institute). These three areas of research and many others have been encouraged through the Centers and Chairs of Excellence.

* Tennessee higher education institutions have attracted more than $21 million in non-appropriated funds during the past year to support public service activities. This amount reflects more than a 60% increase over the annual average in the early 1980s.

* These funds permit the higher education institutions to disseminate knowledge to communities through small business advisory centers, museum exhibitions, extension activities for agri-business and farmers, health centers, consulting services for government, performing arts programs, and initiatives with schools. Many of these public service activities enhanced the state's attractiveness to business and improved the quality of life for all citizens.

* Quality incentives are directly related to what is happening in economic development. Centers of Excellence in the universities and Centers of Emphasis on the two-year campuses are having a phenomenal impact on economic development. Some examples follow.

  * The Science Alliance at the University of Tennessee at Knoxville boosted its external funding (not counting appropriated funds) from $4.4 million to $7.0 million in three years.

  * Curriculum materials developed by the Appalachian Study Center at East Tennessee State University have been adopted by more than 100 school systems within and outside Tennessee.

  * The Laser Application Center at the University of Tennessee Space Institute transferred its technology to seven companies in three years.

  * The Egyptology Center at Memphis State University planned and served as curator for the Ramesses II exhibit which brought 600,000 visitors from outside Shelby County and contributed some $60 to 70 million in revenue for Memphis.

  * Graduate students attracted from across the country (outside Tennessee) have increased from 3% to 42% of the total at Tennessee Technological University's Water Resources Center.

  * In two years, external funding of the Molecular Resource Center at the University of Tennessee at Memphis increased more than 800%.

  * The CAD/CAM Center at Chattanooga State Technical Community College has attracted representatives from more than 100 colleges to review the curriculum and laboratories. The College was named as Tennessee's representative to the Consortium of Manufacturing Technology organized by the Southern Growth Policies Board. Eight industries have contributed almost $1 million in hardware and software.

  * The Center for Manufacturing Systems Technology at Dyersburg State Community College won one of three national awards from the National Council of Occupational Education. The Center has been a key factor in attracting major new industries and 1,600 new jobs to the Dyersburg area.

* Tennessee college graduates recently completing an alumni survey indicated satisfaction in the quality and effectiveness of their college experience. The percentage of alumni rating their experience as having contributed "Very Much" to selected general education outcomes follows.

General Education Outcomes	Tennessee Public Universities	National Norm
Leadership Ability	43.8	35.0
Writing Ability	46.9	39.8
Speaking Ability	37.5	34.9
Mathematical Ability	32.9	17.3
Understanding Written Information	51.7	43.2
Understanding Arts	22.1	27.9
Understanding Science	33.7	28.8
Understanding Different Cultures	22.7	36.4

Teachers and School Leaders

Teachers are the critical link in the learning progress of children while they are in school. Successful teachers stimulate the desire for learning in their students and provide the means to acquire new knowledge, understanding, and confidence. Successful teachers are also assured of their importance to the community through rewards, recognition, and professional support. Tennessee has focused on enhancing the status and success of teachers by-- providing competitive salaries; ensuring a professional working environment; strengthening preparation programs for beginning and experienced teachers; and assessing and rewarding teacher performance.

Over the last several years throughout the country, there has been an emphasis in education on the preparation of the classroom teacher. This emphasis is focused primarily on the institutions that prepare teachers, thus calling for them to provide more effective teacher education programs and to institute teacher licensure and program standards which are based upon knowledge and performance of graduates. Many proposals have been presented, one of which is preparing teachers with a greater depth of study within a discipline and a central core of courses.

Tennessee has studied this issue and come forth with several positive initiatives which will improve the teacher education work force throughout our state. The approach which has been chosen further exemplifies the partnership, between the State Board of Education and the Tennessee Higher Education Commission, which has been formed in addressing this critical issue, as together these two bodies recognize the important status of the teaching profession both on campus and in the community.

* Tennessee has set a goal of $18,500 as the minimum salary for beginning teachers. This level of salary will place Tennessee public school teaching positions at or above the average (beginning) salary for teachers in the Southeast.

* Efforts to improve the working environment of teachers have been implemented during the last several years.

* Additional teacher aides have been provided for grades K-3.

* Efforts to decrease paperwork have been implemented to reduce non-teaching tasks and provide teachers with more time to teach.

* Additional planning time for teachers in the elementary grades has been provided along with a duty-free lunch period.

* The strengthening of teacher preparation programs has occurred in several areas--

* First, the State has increased the number and quality of staff development programs available for experienced teachers.

* Second, the State has reformed the standards and guidelines for teacher education programs, emphasizing adequate preparation both in subject area content and in teaching skills.

* Third, the State has planned new incentives to increase and support the numbers of minorities entering the teaching profession.

* Tennessee's focus on assessing and rewarding outstanding teacher performance has involved the implementation of a statewide evaluation program. The Career Ladder program provides teachers with an opportunity to seek both merit pay and additional paid work through extended contracts. The State has committed over $100 million to this effort.

* The State has established a number of professional development opportunities for school leaders. Principals and supervisors can not attend special academies and institutes, while superintendents have an executive training program available to support their system-wide leadership role.

* The State Board of Education and Higher Education Commission adopted a "Teacher Education Policy" on January 29, 1988. As a result--

* All institutions must have the new programs called for available for all entering students preparing to be teachers by Fall 1990.

* All students seeking licensure beginning in July 1994, must meet the new licensure standards.

* The Higher Education Commission, in conjunction with the State Board of Education and the State Department of Education, secured a competitive grant, "Tennessee Teachers: Today and Tomorrow," from the National Governors Association to sponsor a statewide conference for 250 educational leaders on December 8,

1988, as the first step in implementing this policy. The conference focused on --

* The important status of the teaching profession both on campus and in the community by strengthening the quality of preparation programs.

* Expanding the partnership between schools and colleges/ universities in identifying, recruiting, preparing, and supporting new teachers.

* Enhancing the teaching profession by supporting the mentoring role of established teachers in the induction of new colleagues.

* Enacting new initiatives in recruitment, admission, and retention of highly motivated candidates to the teaching profession with special focus on attracting and retaining minority candidates.

III. BENCHMARKS FOR THE 1990s

Both the State Board of Education and the Tennessee Higher Education Commission have developed master plans which will ensure a continued commitment to educational improvement from preschool through graduate school. These master plans outline specific areas which should be addressed, as well as benchmarks by which to measure the success of the Tennessee educational system.

Not only will these plans provide a blueprint for continued improvement of institutions and schools, faculty and teachers, students and facilities, but they will also provide mechanisms by which Tennessee leaders can make sound decisions regarding the educational system in Tennessee. These master plans will provide a direction for educators, the Tennessee General Assembly and the Executive Branch, as together, we guarantee a productive future for the Volunteer State.

In addition to the goals and performance outcomes which have been outlined within this document, it is also important to note the principles, targets and key result areas which are contained within each of these master plans, as they provide useful benchmarks to guide activities concerning education into the 1990s.

Master Plan for Public Education, Grades K-12

* Key result areas which are outlined within the master plan for public education, grades K-12, are:

  Student achievement
  Effective teaching
  School leadership
  Teacher education
  Family/community involvement
  Adult literacy
  Success analysis

* The following are initiatives outlined within the plan for achieving these goals--

  * Assist the General Assembly in establishing a new approach to funding education, grades K-12, designed to assure sufficient revenue to support the costs of a basic education program in all public schools.

  * Enhance the teaching profession and make teaching a more attractive career choice by achieving salaries for instructional personnel that are competitive with those in the Southeast and by ensuring a professional working environment for teachers.

  * Strengthen teacher education by expanding recruitment efforts, improving the academic experience and creating a logical induction process for new teachers.

* Identify students early who are at risk of dropping out of school. Develop programs and focus resources on dropout prevention.

* Encourage family and community involvement in schools.

* Develop full-time adult literacy and basic education programs with emphasis on parents of school age children.

* Encourage local school systems to establish systemwide and school goals and to implement a long range planning process. Improve the training of local school board members.

* Sustain and improve the Better Schools program.

* Provide the means for assessing school performance and use the information to improve education. Focus on results and give local school systems greater latitude in achieving results.

Master Plan for Higher Education

* A set of five principles undergird the higher education master plan and are summarized as follows:

  * Tennessee's colleges and universities, collectively, shall address the needs of the people and goals of the state, and each institution's mission shall be unique and shall focus on the strengths of the respective institution.

  * Undergraduate education shall address the tasks of preparing students to think critically, interpret knowledge, and function effectively and productively as members of society and as professionals in the work force.

  * Higher education shall be linked functionally to elementary, secondary, adult and continuing education. Furthermore, in order to enhance the competitive edge of Tennessee's economy, higher education shall be a full partner with business, industry and related governmental agencies.

  * Higher education in Tennessee shall be carried out with uncompromising high quality.

  * Higher education in Tennessee shall be for all citizens who are interested and academically qualified.

Looking Toward the Future

As the State Board of Education and the Tennessee Higher Education Commission look toward the 1990s, there are several common themes running throughout the established benchmarks. These are the same standards, by which Tennessee leaders in education have assessed progress in education, at all levels, over the past five years. These same themes are contained within the SREB report, **Goals for Education**. These themes are-- student achievement for elementary and secondary students; preparing more students to be ready for college level work; the assessment of quality and effectiveness of all colleges and universities with a particular emphasis on the performance of undergraduate students; more effective teacher education programs within our institutions that prepare teachers with a primary emphasis on the knowledge and performance of teacher education graduates; and full partnerships with government, business, industry, family, and local communities.

These goals are and will continue to be the cornerstones by which all of us seek to ensure a successful future for Tennesseans.

IV. CONCLUDING REMARKS

In the 1980s Tennessee leaders promoted both continuity and change in Tennessee education by focusing on ways to improve performance. The Tennessee General Assembly and the private sector within the state have provided sub- stantial funding to support these reforms. These investments in human resources should increase the economic competitiveness of the state and enhance the quality of life for all students.

Tennesseans, like other Southerners, recognize that our future depends upon the development of all areas of the State. As Tennessee continues to build a future on the foundations of education, adequate wages, equality of opportunity, and the development of economically depressed rural and urban areas depend upon the assurance that all residents are educated adequately.

As we approach the turn of the century, it is clear that an educated population, achieved through quality education institutions, is essential to the economic vitality and overall quality of life for future Tennesseans. While educational achievement has always served as a means for individual advancement, Tennesseans have come to understand the importance of education to the well being of our community and to the State. Our goal must be to achieve competitiveness in a global economy.

Tennessee will move into the 1990s with modest population growth and reflecting national and regional trends a higher percentage of the population will be black, elderly, and urban. Technological advances, especially those involving computers and telecommunications, will provide improved productivity and new possibilities for closer partnerships between private enterprise and government. Fundamental structural changes in the economy of the past decade such as the shift to service activities and international business, should culminate by the mid 1990s, thus, creating a more stable energized economy. As these developments permit the State to out pace the nation in overall economic growth during this period, so too, education must be a full partner, as together we enter the 21st century.